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ABSTRACT

The education assistance program is a task force of the Racine Environment Committee (REC), which is a non-profit organization formed in the fall of 1967 for the purpose of studying and seeing that action is taken on community problems which affect the Racine metropolitan area. The education assistance committee reviews applications for assistance and recommends courses of action to the trustees of the REC Educational fund. The program's objectives are to encourage minority group youths in Racine to go on to higher education after graduation from high school; to work individually with those youths who wish assistance in obtaining a higher education, furnishing such counseling and supplementary financial aid as may be required; and, to encourage colleges and technical schools attended by Racine minority students to respond to their particular needs which may call for individualized special arrangements. As a result of the REC education assistance program, 87 minority students from Racine enrolled in the fall of 1968 at 28 colleges and technical training schools at a total cost of $129,000. (JM)

Program Case Study No. 4:
Education Assistance Program
Racine Environment Committee, Inc.
Racine, Wisconsin

Prepared by
The Urban Coalition

ED039301

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Urban Coalition
Program Case Study #4

RACINE ENVIRONMENT COMMITTEE RUNS MODEL EDUCATION ASSISTANCE PROGRAM

If only 15 per cent of the minority group youths graduating from your city's high schools planned to go on to college or a technical school, compared to 55 per cent of the white graduates, and if you wanted to make sure that every minority high school graduate who might benefit from higher education had an opportunity to attend school, what would you do? How would you provide assistance? How much money would you have to raise? How would you make it available? What kinds of assistance would you offer? How could you stretch your funds so as to help as many students as possible? These are some of the questions to which the Racine Environment Committee, an organization of businessmen, minority leaders and representatives of all areas of community life, has developed answers. Now in its second year, the REC education assistance program might well serve as a model for other coalitions.

UD010036

TITLE AND ADDRESS

Education Assistance Program
Racine Environment Committee, Inc.
222 Fifth Street
Racine, Wisconsin 53403

BACKGROUND INFORMATION

Racine is an industrial city. As the home office of several world leaders in their fields (wax products, lithography, and some automotive products), Racine harbors more top-flight industrial talent and related resources than are typically found in a city whose population is just under 100,000 people. In all, Racine has 274 manufacturing firms. They employ approximately 25,000 people and have annual payrolls which add up to more than $200,000,000. Effective buying income per family averages about $9,000.

Ethnically, more than one-third of Racine's population is of Danish descent, and the rest is a typical "melting pot" mixture. Minorities constitute about 12 per cent of the population. Of these roughly two-thirds are black, and most of the rest are Spanish-Americans.

Racine's self-image, to cite a Chamber of Commerce publication, is that of a "clean city, a comfortable city" with "little flash or caprice," but "a city for living and working and enjoying both activities to the maximum."

This self-image was challenged several years ago when the local chapter of the NAACP issued a bill of particulars charging discrimination against minorities. In August, 1966, the mayor of Racine appointed a committee headed by two leading industrialists to study the charges. The committee issued a report one year later confirming the charge of discrimination and recommending that a permanent group be organized to find solutions to the social problems facing Racine. That was the genesis of the Racine Environment Committee, a group which, in the light of its purposes, activities, and representative leadership, qualifies as an effective coalition.

Since forming in the fall of 1967, REC has developed a range of programs in such fields as housing, employment, training, and, the subject of this study, education assistance.

DESCRIPTION OF ORGANIZATION

The education assistance program is a task force of the Racine Environment Committee.

The Racine Environment Committee, Inc. is a non-profit organization formed in the fall of 1967 for the purpose of studying and seeing that action is taken on community problems which affect the Racine metropolitan area. It is governed by a representative board of twenty-four people. It employs a full-time executive director and secretary.

The education assistance committee is one of REC's eight major standing committees. It has fifteen members who are responsible for directing the education assistance program. This committee employs a high school guidance counsellor as program coordinator on a part-time basis during the school year and on a full-time basis during the summer.

The education assistance committee reviews applications for assistance and recommends courses of action to the trustees of the REC Educational Fund.

The REC Educational Fund is a legally constituted trust of which the First National Bank & Trust Company of Racine is corporate trustee. Individual trustees are appointed by REC. It is the responsibility of the trustees to manage and dispense the money in the Fund in accordance with the purposes and objectives of the education assistance program. The rules under which the Fund is operated are set forth in the Trust Agreement. (Exhibit #1)

OBJECTIVES

1. To encourage minority group youths in Racine to go on to higher education after graduation from high school.

2. To work individually with those youths who wish assistance in obtaining a higher education, furnishing such counselling and supplementary financial aid as may be required.

3. To encourage colleges and technical schools attended by Racine minority students to respond to their particular needs, which may be for special coaching, remedial courses, reduced course loads or other such arrangements.

RESULTS

1. As a result of the REC education assistance program, 87 minority students from Racine enrolled in the fall of 1968 at 28 colleges and technical training schools at a total cost of $129,000. Of this sum, $55,000 was contributed to the REC Educational Fund by local industry, and $74,000 was raised by grants from other institutions, parental assistance, loans, and students' savings.

2. About 165 prospective 1969 high school graduates have already been contacted with regard to their future plans and, as of early May, 70 requests for aid have been registered. By present estimates, approximately one-half of those currently being assisted under the program will re-apply for aid during the next school year. Continuity is an essential feature of the program.

3. The program has had a strong impact on the attitudes of parents and others in the minority communities. It communicates concern and good will, and it holds out the promise of a better future for Racine's minority population.

PROGRAM DEVELOPMENT

February, 1968.--At a public meeting jointly presented by the Racine Environment Committee and the Racine Urban League in cooperation with The Johnson Foundation, Dr. Jerome Holland, president of the Hampton Institute in Virginia, noted that in America fewer than 300,000 Negroes were being educated beyond the high school level, whereas on the basis of population percentages, the figure should have been close to 700,000.

Stimulated by Dr. Holland's message, the REC formed an education assistance committee under the co-chairmanship of Dr. Harland N. Cisney and Mr. Leland E. Johnson. The committee first set out to learn the extent to which minority students in the senior classes of Racine high schools might need assistance in order that all who might benefit from higher education could obtain it.

March, 1968.--Data was collected through examination of school records, discussions with school guidance counsellors and teachers, and personal interviews with the students. It was learned that 15 per cent of the minority seniors who would graduate with the 1968 class intended to go on for further education, compared with 55 per cent of the white seniors. It was learned, also, that lack of funds was the major reason why minority students did not expect to continue their education.

April, 1968.--On behalf of the education assistance committee, the president of The Johnson Foundation invited the presidents of eight area colleges to send their financial officers to a May luncheon meeting in Racine for the purpose of acquainting REC members with financial aid and other assistance available to minority students at the various colleges. It was explained in the letter of invitation that this information would guide REC in determining the financial goals it would establish for the benefit of the students that were to be assisted.

May, 1968.--Through a grant received from The Johnson Foundation, Mr. Robert Matson, a professional school counsellor, was hired to serve through

the summer as a coordinator between the colleges and the students applying for admission.

Applications for assistance were solicited and received.

Solicitation of pledges of funds by local companies was carried forward.

Summer employment was arranged for a number of students who indicated that they would like to earn money in order to continue their education the following fall.

The Johnson Foundation brought ten black students from the Hampton Institute for an 11-week work-study program in Racine during the summer. Two were assigned to work with the education assistance program, where they served as financial aid advisors to the students and their parents. Others tutored in a special remedial program described below.

The meeting with college representatives was held as scheduled. The colleges indicated their willingness to establish a "contact" person on campus to give guidance and support to Racine students. Some of the colleges indicated that they would make some financial aid available from their own sources of scholarship and loan funds, and all indicated a willingness to make special efforts to admit the students participating in the REC program.

June, 1968.--Counselling and testing students and arranging for their matriculation in the fall continued.

The schools in which students indicated an interest were invited to send representatives to Racine to interview the youths and to learn about the REC program.

Summer courses to correct high school deficiencies in language arts and mathematics were arranged at Dominican College in Racine for 23 young men and women who, on the basis of high school records, were thought to need remedial help. These young people lived on campus for a six-week period and were given individual help and close supervision. At the end, all but five were encouraged to continue on to college. Hampton Institute students assisted with this program.

July, 1968.--The REC Educational Fund was established. Based on an estimate of the demands to be made on the Fund in the 1968-69 school year, local industrial companies contributed $55,000 to it.

August, 1968.--A survey of where the work stood as of the 28th of the month showed that 185 minority group students had been contacted by the staff of the education assistance program. Of these 136 were 1968 graduates of Racine high schools and 49 were previous graduates.

Of the 87 who planned to continue their education with REC assistance, 60 were members of the 1968 class, and 27 were members of previous graduating classes. Approximately 85 per cent of those who were to be assisted planned to attend a college or university, and the balance planned to enroll in technical institutes.

Here is the sex and racial breakdown of those to whom assistance was to be made available:

	Male	Female	Total
Negro	36	26	62
Spanish-American	11	13	24
Indian	-	1	1
	47	40	87

Since seven other 1968 minority graduates had plans to continue their educations on a fully self-supporting basis, the actual total of Racine minority students to matriculate in college in September, 1968, was 94.

Five previous graduates who applied for aid were rejected because they had not graduated from Racine schools and because it was necessary to stay within the Fund balance of $7,000 established by the REC trustees to assist previous graduates.

November, 1968.--The REC education assistance committee met with college representatives from approximately half of the colleges in which REC-assisted students had enrolled for an appraisal of the program to date. College representatives said that approximately 75 per cent of the students appeared to be reasonably successful academically up to that point. When asked which of their arrangements seemed to be most helpful to the students, they mentioned the following:

1. Tutoring and counselling
2. Invitations to faculty or administrators' homes
3. Required dormitory residence
4. Frequent contact with some person on campus who acts as advisor
5. Required special reading-study course
6. Small class sizes

7. Adjustment of weak student's course to less demanding one
8. Advisor seeking out student informally
9. Following through exactly as student is told to expect as indication of consistent interest

With a first scholarship class thus launched, the REC education assistance committee turned its attention to the operation of the program's second round.

PROGRAM OPERATIONS

In addition to its financial concerns (discussed below), the operation of an education assistance program may be thought of as having four main aspects: relations with students and their parents; relations with high schools; relations with colleges and technical schools; and program management.

Relations with students and parents.--Initially, as the Racine experience indicates, a program to help non-white students to obtain higher education is likely to be greeted with skepticism on the part of students and to raise fears on the part of parents.

For many minority students the thought of continuing on after high school to college or to a technical institute requires a tremendous psychological adjustment in their assessment of their environment and in their own self-image. They have not been encouraged to believe that they are suited for higher education. Their high school curriculum has been planned with the expectation that they will find employment after high school, and they are prepared psychologically for this development. Now they are told that they might, after all, jump the career track they had been pursuing and aspire to something more promising. For a non-white youth who has been conditioned to expect few breaks from the white-controlled society in which he lives, this idea takes a little time to get used to. He is likely to have a thousand questions and to need ready understanding and guidance.

The parents of the students who are to be helped to go on to college also must make an adjustment. Some may fear that their son or daughter may not really be capable and may be hurt by eventual failure in college. Some may doubt that a college education is worthwhile for a minority youth who, they believe,is likely to be restricted to low-level employment regardless. And some may fear that they will be placed under financial strains that they may be unable to bear.

To answer the questions students and parents may have, to allay their apprehensions, and to work out financial arrangements that are satisfactory to all concerned is the responsibility of the coordinator (guidance counsellor) employed

by the REC education assistance committee. She endeavors to interview every non-white senior enrolled in Racine high schools. (There are 165 in the 1969 class.) She checks their records and talks with their teachers, counsellors and coaches. Her purpose is to make sure that every minority senior who has a potential for higher education is made aware of the assistance that is available through the REC program.

It is important to note that it is <u>not</u> the purpose of the coordinator to try to talk <u>every minority senior</u> into going to college or to a technical institute. She encourages only those who, on the basis of scholastic records or of the opinion of school personnel, are deemed to have the potential to benefit from higher education.

Neither is it the purpose of the coordinator to relieve students or their parents of the financial responsibility for sending the youths to college. She advises them that the REC Educational Fund is a resource of last resort. First, with her assistance, they must look for other sources of help, either in the form of loans, scholarships, savings, or part-time employment. After this has been done, the Fund is available to close the gap between what is available and what is required.

The work of recruiting high school seniors, counselling parents, and working out arrangements for financial and other assistance is not carried out by the coordinator alone, but is shared by the REC executive director and by the high school counsellors.

With this help, the student works out his plans, deciding what he wants to become and where he wants to go to school to prepare for his life's work. He may be given an opportunity to visit the college of his choice or to talk with a representative of that college who has come to visit him. At that time he may determine the availability of a scholarship, arrange a loan, obtain a promise of part-time employment, or make whatever other such arrangements as he is able to make.

At this point, with his plans pretty well in mind, the student is prepared to apply for a supplemental grant-in-aid from the trustees of the REC Educational Fund. To do this, he is required to fill out an application form that has been carefully developed by the committee to supply all the essential information the trustees require. (Exhibit #2)

Obviously, there may be a great deal of work involved with each individual student between the time the first contact is made with him and the time he is admitted to an institution of higher learning. But that is not the end of it. The committee seeks to maintain contact with each student throughout the school year. Again, the coordinator, the REC executive director and school counsellors all

play a part. Some receive personal letters from students. Parents often call to tell of the news they have of their sons and daughters who are away at school. The colleges may report on how the students are doing. At least once during the school year -- during the Thanksgiving holidays -- all of the students in the program are invited to attend an open house held by the education assistance committee. By these and other means, students are made to feel that those who helped them get into college are pulling for them to get through, as well.

Relations with high schools.--The personnel of Racine's high schools necessarily play a key role in the operations of the education assistance program. Since they are in daily contact with the students, their records and their ability to assess the potentials of individual students are of prime importance. Both the scholarship committee and the Fund trustees place heavy store in information supplied by school personnel.

The cooperation of high schools is important, too, in seeing that individual students are given required examinations and are equipped to present acceptable credentials to institutions of higher learning. If race and family circumstances have in the past caused capable minority students to reject a college preparatory curriculum in favor of job skill training, the existence of the REC Educational Fund now provides the basis for a different outlook. The committee is attempting to get this point across to students and school counsellors alike.

At a meeting held last November to which guidance counsellors and other interested school personnel were invited, the education assistance committee explained the program and charged the counsellors with responsibility for informing students about the program and for informing the committee about students who should be considered for assistance.

The committee has a standard form for use by those who comment on the qualifications of applicants for education assistance grants. (Exhibit #3)

Relations with colleges and technical schools.--The REC education assistance committee has adopted what might fairly be called a somewhat aggressive approach to the colleges and other schools in which the assisted students wish to enroll. In effect, the committee says to the colleges, "We are prepared to do this much for these students; what can you do for them?"

The responses of the institutions in question has varied. While all appear eager to enroll the assisted students, some are in a better position than others to lower admission standards, offer scholarships, make part-time work available, and provide special services such as tutoring, remedial courses, and personal counselling. To some degree, however, all of the schools involved do at least some of these things, and the committee keeps pressing for more.

One result is that Racine students placed in institutions of higher learning under the REC program during the current school year are receiving $39,000 in scholarships and grants and $16,000 in loans all supplied by the institutions themselves. This money, plus $6,000 in parental assistance and more than $12,500 worth of students' savings and earnings from employment make up the $73,903 in assistance generated under the program from sources other than REC.

At the same time, the committee endeavors to serve the institutions with which it deals by facilitating the enrollment of students, by furnishing the students with psychological as well as with financial support during their time on campus, and, in this way, by contributing to the success of the institutions involved.

The basic link in the relationship between the college and the committee is the financial officer (or whoever else) the institution has designated to be the "contact" with the committee. The REC checks are sent monthly to this person, who hands them directly to the students who are being assisted. Thus, he not only knows who the students in the program are, but he has an opportunity once a month to ask them how they are getting along. He is expected to inform the committee if a student drops out or encounters serious difficulties with his studies.

The campus contact people are invited to assemble in Racine from time to time to discuss the progress of the program and ways in which it might be improved.

In addition, even as this report is being prepared, the committee is taking another step designed to evaluate the program, particularly with respect to the performance of the institutions involved. Sister Rosita Uhen, president emeritus of Dominican College and Senior Program Associate for Urban Affairs, The Johnson Foundation, is visiting nine of the schools in which REC-assisted students are enrolled to talk with administrators and with the students alike about the value of the program. It is anticipated that the results of her inquiry will be of value in counselling future Racine students regarding their choices of schools in which to enroll.

Program management.--As should be clear from the above, the REC education assistance program is managed in a business-like and effective manner. The man in charge is Dr. Cisney, a psychologist who is personnel director of the Johnson wax company. As co-chairman of the committee, member of the REC board of directors, and a trustee of the Fund, he guides the program at all levels.

Reporting to Dr. Cisney is Mrs. Eunice Moss, a high school guidance counsellor, who has been coordinator of the program since Mr. Matson resigned for personal reasons last December. Mrs. Moss, who is young, black, and

personally acquainted with most of the families of the youths she helps, will work full-time on the program during the coming summer months.

Also helping in the day-to-day operation of the program is Mr. Joseph Nelson, REC executive director. He advises students, talks with parents, visits colleges to negotiate arrangements for students, troubleshoots problems that arise, and facilitates the flow of paper required to implement the program.

Those who are managing the program are eager to improve it. They regard it as still highly unstructured and as subject to change. One of the things that has been changed is the initial idea of making the grants to minority students only. That practice was modified when one white student was given a grant last fall. Dr. Cisney says that needy whites in limited number will be helped in the future.

Though subject to change, the education assistance program has firm parameters established by the Trust Agreement. These govern such matters as the nature of the assistance to be provided, eligibility of the applicants, the methods of payment, and other things. By having such matters fixed in a legally binding document, the program attains a certain stability that no doubt conduces to its success.

PROGRAM FINANCES

In 1968, local industry contributed $55,000 to the REC Educational Fund for use in making grants-in-aid to students. All of the money thus contributed and deposited in the Fund is available for grants. None of it goes for the operational expenses.

None of the trustees, including the corporate trustee, is compensated.

Operating expenses are subsidized by The Johnson Foundation. It was the Foundation, for example, which paid the cost of the special summer school conducted by Dominican College in 1968. The Foundation pays the salary of the program coordinator. When representatives of colleges have been invited to Racine to discuss the program, the Foundation has paid the cost.

The cost of the program is expected to rise. The new senior class being interviewed now for possible enrollment in college next fall numbers 165. As noted above, by early May a total of 70 students had applied for aid. Also, if, as expected, half of those presently in institutions of higher learning wish to return next year under the same arrangements, they may total 40. This would make a total of 110 students applying, which, at an average grant of $750 would call for a total Fund of $82,500 in 1969.

On the basis of similar calculations, when the pipeline is full and there are four classes in school at one time, the number of students involved might be as many as 200, which, at the same average figure, would call for $150,000 in annual outlays for grants-in-aid.

How does the committee propose to raise the required funds annually? The answer at this point is not clear. Dr. Cisney says that the base of contributions will have to be broadened. In February the committee persuaded singer Barbara McNair to give a benefit concert in Racine, indicating that the committee does not intend to limit its fund raising activities to solicitation of industry only.

But at this point no long-range plan for financing the program exists. Those involved in the program do not appear to be overly concerned. A commitment has been made, they say, and the money will be found.

PROGRAM EVALUATION

Major problems.--One problem experienced in Racine is what Dr. Holland called a credibility gap on the part of non-whites that higher education is for them. But this problem fades as people observe the operation of the program.

In many communities the major problem would no doubt be that of financing the program. Not every medium size city is so fortunate as to have a foundation like The Johnson Foundation to facilitate the work of getting such a program started and meeting its operating expenses.

Success factors.--Dr. Cisney says that a key success factor is the work of the coordinator, who must be capable of overcoming the "credibility gap" and of using sound judgment in the counsel given to the young men and women seeking help. Unless the coordinator is first-rate, he says, the program will not have the confidence of the students and so will not succeed.

An ability to elicit cooperation from the high schools and from the colleges and technical schools is another critical success factor.

A third, of course, is the ability to raise the funds required by the program.

Replicability.--Insofar as the mechanics of a program of this nature go, REC appears to have worked matters out successfully and any other community wishing to adopt the Racine model should have no difficulty on that score.

As noted, some communities may have difficulty finding the equivalent of The Johnson Foundation to facilitate such a program as this, and others may find difficulty in raising the money required for the grants-in-aid fund.

Comment.--Typically in the past, the industrial community of a city has found it easier to contribute to capital fund drives that result in the construction of buildings than to education and social welfare programs that require a direct investment in people. Hopefully, the farsighted industrialists in Racine are signaling the end of this bias and the beginning of a new faith that to salvage the talents of individuals is the best investment a community can make in its own future.

FOR FURTHER INFORMATION

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May, 1969

EXHIBITS

Exhibit #1

TRUST AGREEMENT

This Trust Agreement is made as of the _____ day of _____, 1968, by and between Racine Environment Committee, Inc., a non-profit, non-stock, Wisconsin corporation, hereinafter referred to as Grantor, and H. M. Benstead, Lloyd Jackson, Albert May, and First National Bank & Trust Company of Racine, Wisconsin, hereinafter referred to as Trustees, WITNESSETH:

Article 1. Name of Trust

This Trust shall be known as the REC Educational Fund.

Article 2. Transfer and Acceptance of Trust Property

Grantor makes a gift to the Trustees of the sum of Fifty Dollars ($50), the receipt and acceptance of which is hereby acknowledged by the Trustees, to have and to hold such funds in trust together with all other property which the Trustees may, pursuant to the provisions of this Trust Agreement, hereafter acquire and hold, for the uses and purposes, and upon the terms and conditions, set forth herein. No individual Trustee shall participate in any exercise of discretion as to distribution of principal or income for his or its personal or individual benefit or for the benefit of any person he is obligated to support. The exercise of such discretion shall be solely by the remaining Trustee or Trustees.

Article 3. Purpose of Trust

The purpose and objective of this Trust is to receive contributions from the Racine Environment Committee, Inc., and other persons, associations and corporations, public and private, and to use and apply the trust property exclusively for educational and charitable purposes, including the granting of full or partial tuition scholarships and other financial assistance to further the education of capable, worthy and needy students.

Article 4. Nature of Education to be Assisted

The Trustees may assist needy children and adults residing in the State of Wisconsin in their education and training in any educational institution, public, private or parochial, irrespective of the accreditation of such institution, and including any institution which is in the nature of a vocational or technical training school, which the Trustees may approve. The Trustees may also make direct grants to any such educational institutions in the United States for general use by the institutions for educational purposes.

Article 5. Nature of Assistance to Students

a. The Trustees may provide reasonable tuition scholarships and financial assistance either by grants or by loans. Loans may be made upon the student's personal security and may be free of interest. The Trustees shall have sole discretion with respect to the amount of any tuition scholarship, or the extent of any financial assistance, provided any student. Financial assistance need not be limited to bare necessities.

b. The Trustees shall not make student grants or loans for more than one school year, provided, however, that the Trustees may make successive grants or loans to the same student for any number of successive school years. The Trustees may provide for making yearly grants or loans covering one school year in installments; for example, if the school year is divided into two semesters, the Trustees may provide for two installments of the grant or loan to be made. If the Trustees provide for making yearly grants or loans in installments, the making of the second and any other successive installments shall be subject to the conditions set forth in Article 7.

Article 6. Eligibility for Tuition Scholarships and Other Financial Assistance

The Trustees shall require students who wish to obtain tuition scholarships and other financial assistance to submit applications therefor containing sufficient information to allow the Trustees to determine the eligibility of the applicants. The Trustees shall have sole discretion in determining eligibility for tuition scholarships and other financial assistance. In making a determination of eligibility, the Trustees shall bear in mind the following factors: leadership, moral character, scholastic achievement, general aptitude for the education intended to be pursued, financial need, and initiative in helping himself financially.

Article 7. Qualification for Continuing Assistance

The Trustees shall not make additional yearly grants or loans or additional installments of yearly grants or loans to any student who has not demonstrated to the satisfaction of the Trustees that his previous scholarship achievement has been satisfactory and that he continues to merit financial assistance in furthering his education under the same criteria used for determining initial eligibility.

Article 8. Payments to be Made Directly to Schools

All student grants and loan proceeds shall, whenever practical, be transmitted directly to the educational institution. If grants or loan proceeds or any part thereof are given or paid directly to students, the Trustees shall require a strict accounting of the use of such funds by the students.

Article 9. Trustees May Use Principal of Trust Property

The Trustees may in their discretion use the principal of the Trust property for the uses and purposes of this Trust, provided, however, that the Trustees shall not reduce the principal of the Trust property below the sum or value of Fifty Dollars ($50).

Article 10. Legal Title to Trust Property

The Trustees shall have legal title to all property deposited with them or hereafter acquired by them under this Trust Agreement. The Trustees may cause any securities which may at any time constitute a portion of the Trust property to be issued, held, or registered in their own names or in the name of their nominee or in such form that title may pass by delivery.

Article 11. Powers of Trustees

The Trustees shall have the following powers and authority in addition to any conferred by law:

a. To retain the Trust property conveyed to them hereunder and all other property added to the Trust estate without liability for any decrease in value.

b. To invest and re-invest the Trust property without being limited to so-called legal investments.

c. To hold all or any part of the Trust property from time to time in un-invested cash.

d. To sell, assign, transfer, pledge, encumber, or borrow upon all or any part of the Trust property.

e. To vote in person or by proxy on any stocks, bonds or other securities held by them hereunder and to exercise any rights or options appurtenant to any such securities.

f. To make, execute, acknowledge and deliver deeds, leases, assignments and other instruments of transfer or conveyance.

g. To establish custodial, depositary and other accounts for the custody, investment and safekeeping of the Trust property or any part thereof in such solvent banking institutions as the Trustees shall determine.

h. To employ or appoint agents, investment counsel and accountants, and to engage such clerical and other services as they may in their sole discretion deem necessary or proper in connection with the management of the Trust,

and to pay reasonable compensation and fees for such services as part of the cost of administering the Trust.

i. To do all other acts, and to exercise any and all of the powers of the Trustees under this Trust Agreement, upon such terms and conditions as the Trustees in their sole discretion may deem necessary or proper to accomplish the purposes of the Trust.

Article 12. Majority of Trustees May Act

Any of the powers granted to the Trustees under this Trust Agreement may be exercised by a majority of the Trustees. A majority of the Trustees at any time acting hereunder may, by written instrument, designate any one of the Trustees to execute on behalf of all of the Trustees all documents and other instruments necessary or desirable to effectuate the purposes of this Trust, and a majority of the Trustees at any time acting hereunder may, by written instrument, revoke or modify any such designation. The Corporate Trustee shall have custody of the Trustees' books and records and of the Trust property. It may perform alone all acts pertaining to the acquisition or transfer of money or property of a merely ministerial character or nature such as issuance, signing and endorsement of checks, drafts, notes, stock certificates, receipts or orders for the payment of money, and no person need inquire into the propriety of any such act.

Article 13. Evidence of Authority of Trustees

Any purchaser or other person dealing with the Trustees shall not be required to ascertain the authority and power of the Trustees to make any sale, transfer, assignment or investment of the whole or part of the Trust property or to make any contract in relation thereto. No party to any transaction with the Trustees shall be required to see to the application of the proceeds of the transaction.

Article 14. Accounting by Trustees

The Trustees shall render an account of their administration of this Trust to the Grantor annually and at such other times as the Grantor may request.

Article 15. Compensation of Trustees

The Trustees shall receive no compensation for their services.

Article 16. Appointment, Term, Resignation and Removal of Trustees

a. The initial Trustees shall serve for the terms set forth following their respective names, all of which terms shall commence as of the date of this Trust Agreement:

H. M. Benstead	one year;
Lloyd Jackson	two years;
Albert May	three years; and
First National Bank & Trust Company of Racine, Wisconsin	without limit of period.

All of the foregoing terms of trusteeship shall be subject to the provisions hereinafter set forth with respect to resignation or removal of Trustees. After expiration of the foregoing terms of trusteeship, the successor of each initial Trustee, other than the Corporate Trustee, shall serve for a term of three years, provided, however, that in the event that any of the initial Trustees shall resign, be removed, or die during his initial term of trusteeship, his successor shall serve only for the remainder of his predecessor's initial term. A corporate successor to the Corporate Trustee shall serve without limit of period, but a non-corporate successor to the Corporate Trustee shall serve for a term of three years.

b. Any Trustee, including an initial Trustee, may succeed himself as Trustee for any number of terms.

c. Any Trustee may resign at any time upon giving the Grantor at least ten days' advance written notice of the effective date of his resignation. Any Trustee may be removed by the Board of Directors of the Grantor at any time upon written notice to the Trustees.

d. In the case of resignation, removal or expiration of the term of a Trustee, the Board of Directors of the Grantor shall appoint a successor Trustee. If the term of a Trustee shall expire prior to the appointment of his successor, such Trustee shall continue to serve until his successor is appointed, but such Trustee may resign if he wishes prior to the appointment of his successor.

e. Upon the removal, resignation, or expiration of the term of a Trustee he shall, upon request of the Grantor or the remaining Trustees, convey, assign, transfer and set over to the remaining Trustees any and all of his right, title and interest in and to the Trust property. Successor Trustees shall have the same rights, powers, duties and obligations as those conferred upon the Trustees named in this Trust Agreement.

Article 17. Liability of Trustees

The Trustees shall not be liable to the Grantor, or to any beneficiary of this Trust, or to any donor of Trust property, or to any other person whatsoever, for any loss sustained through any error of judgment made in good faith, or for any

loss whatsoever, unless the same results from his own willful misconduct. Any one Trustee shall not be liable for the act of any other Trustee.

Article 18. Modification, Amendment and Revocation

The Grantor hereunder reserves unto itself, without the consent or participation of the Trustees or anyone else, the right to modify, amend or revoke this Trust Agreement and the Trust created hereby by action of its Board of Directors, upon giving written notice of such action to the Trustees. In the event of revocation or other termination of this Trust Agreement and the Trust created hereby, all remaining Trust property which has not theretofore been irrevocably committed to the uses and purposes of this Trust, shall be distributed or transferred exclusively for educational and charitable purposes. No amendment or modification of the Trust Agreement which would have the effect of increasing the liabilities of the Trustees may be made without their written consent.

Article 19. Interpretation

This Agreement and the Trust created hereby shall be construed, regulated and administered under the laws of the State of Wisconsin. All captions, titles or headings are for reference only and shall not affect the meaning or interpretation of this Agreement. All words of masculine gender shall be deemed to include the feminine or neuter gender, as the context may require.

IN WITNESS WHEREOF, the Racine Environment Committee, Inc., Grantor, and the said H. M. Benstead, Lloyd Jackson, Albert May, and First National Bank & Trust Company of Racine, Wisconsin, Trustees, have executed this Trust Agreement as of the day and year first above written.

CORPORATE SEAL

RACINE ENVIRONMENT COMMITTEE, INC.
By_____
Attest:
_____

CORPORATE SEAL

FIRST NATIONAL BANK & TRUST COMPANY OF RACINE, WISCONSIN
By_____
Attest:
_____

_____(SEAL)
H. M. Benstead

_____(SEAL)
Lloyd Jackson

_____(SEAL)
Albert May

Exhibit #2 [redacted]

This application is due no later than January 31

RACINE ENVIRONMENT COMMITTEE

Application for

EDUCATIONAL ASSISTANCE GRANT-IN-AID

(Note – This is not a loan and does not have to be repaid.)

For the academic year _____

INSTRUCTIONS

Please fill out this application completely and return to:

Educational Assistance Committee
Racine Environment Committee, Inc.
222 Fifth Street
Racine, Wisconsin 53403

Decision will be made by the Trustees of the REC Education Fund, Inc., on recommendation of this committee.

A. IDENTIFICATION

NAME IN FULL _____ (FIRST NAME) (MIDDLE NAME) (LAST NAME)

HOME ADDRESS _____ (STREET & NUMBER) (CITY) (STATE) (ZIP CODE)

PLACE OF BIRTH _____ DATE OF BIRTH _____ AGE _____

MARITAL STATUS: SINGLE _____ MARRIED _____ SEPARATED _____ DIVORCED _____

YOUR HIGH SCHOOL _____ GRADUATION DATE _____

GRADES: Transcripts of school grades are required, including the first semester (or quarter) of the current school year. (High school grades for those entering college; college grades for undergraduate or graduate students.) Please request school officials to forward transcripts directly to the Educational Assistance Committee.

Father of Applicant:
Name _____ Address _____
Occupation _____ Years of service with employer _____
Name of Firm _____

Mother of Applicant:
Name _____ Address _____
Occupation _____ Years of service with employer _____
Name of Firm _____

B. DEPENDENTS

List your own dependents, if any, and their ages. _____

_____

List your parent's dependents (other than yourself) and their ages. _____

_____

List other children in your family attending college next year and amount of your parent's contribution for costs of each.

NAME	COLLEGE	CLASS	COST TO PARENT

C. MILITARY SERVICE

Have you been in military service? Yes _____ No _____ Branch _____

D. WORK RECORD

List below any jobs you have held, including part-time and summer vacation work.

	DATES EMPLOYED FROM	TO	NAME OF EMPLOYER	TYPE OF WORK	RATE OF PAY
1.					
2.					
3.					
4.					

E. ACTIVITIES AND LEADERSHIP

List any special awards or recognition you have earned, such as honors, prizes, scholarships, etc.

_____

_____

_____

_____

E. ACTIVITIES AND LEADERSHIP (continued)

List extracurricular activities in which you have participated in high school or college and offices held or recognition received. (List class offices, clubs, literary, drama, art, music, sports, etc.)

Activity	Offices Held or Recognition Received	Years of Participation

Name organized group activities outside of school in which you have participated and offices held, if any (Boy Scouts, Girl Scouts, YMCA, YWCA, social service, church work, other).

Activity	Offices Held or Recognition Received	Years of Participation

What are your hobbies or favorite recreational activities?

F. VOCATIONAL PLANS

What vocation do you plan to enter after graduation from school? _____

Why have you chosen this vocation? _____

G. EDUCATIONAL PLANS

What college or university do you expect to attend? _____

_____

Have you been admitted by the college or university? _____

What course of study do you plan to take? ***(Name course and reason for taking it.)***

_____

_____

College year ***(check year for which you are applying)*** FRESHMAN _____ SOPHOMORE _____ JUNIOR _____
SENIOR _____ GRADUATE _____

What are your reasons for choosing the college you plan to attend? _____

_____

_____

In the space below write about yourself, your purpose in attending college, your plans and ambitions for the future. ***(Continue on page 7 if necessary.)*** Please be sure to tell if there are any unusual personal, family or financial problems which have affected or will affect your plans.

H. EDUCATIONAL BUDGET

Please fill out below, as accurately as possible, your budget for the college year at the college you specified on page 4.

ANTICIPATED RECEIPTS		ANTICIPATED EXPENDITURES	
SOURCE	AMOUNT		AMOUNT
Parents or Relatives	$	Tuition	$
Student Loans		Fees	
Savings		Board	
Summer Job		Room	
* Work during college year		Books	
** Scholarship (other than REC Grant)		Transportation	
Any other income		Misc.	
TOTAL	$	TOTAL	$
		Difference between receipts and expenditures	$

Amount requested from the REC Education Fund $ _____

* If you expect to work while attending college, please state type of work and where you will be employed.

_____

_____

** Please list below any scholarships, other than the REC Education Fund, for which you have applied for the coming school year.

NAME OF SPONSOR OR COLLEGE	ADDRESS	AMOUNT	TERMS

Indicate action taken on the above scholarship applications. _____

_____

I. REFERENCES

Please ask two people from your school (high school or college) to serve as references using the attached reference blanks. One should be one of your classroom teachers or professors; the other should be a faculty member who is familiar with your extracurricular activities. List below the names, addresses and occupation of your references. For occupation, list subjects taught, e.g., English teacher, math professor, etc. If not a classroom teacher, list title such as advisor, student counselor, dean, high school principal, etc.

1. _____ NAME _____ OCCUPATION

_____ STREET ADDRESS _____ CITY _____ STATE _____ ZIP CODE

2. _____ NAME _____ OCCUPATION

_____ STREET ADDRESS _____ CITY _____ STATE _____ ZIP CODE

J. CONDITIONS OF GRANTS

1. Grants are usually for one year, payable in two installments at the beginning of each semester, or in monthly amounts.
2. The second semester payment is contingent upon the student maintaining acceptable academic standing and personal conduct at the college he attends.
3. If you receive other scholarships or other income, you must promptly so advise the Educational Assistance Committee.

The answers given in this application are correct to the best of my knowledge, and I hereby apply for financial assistance with full knowledge of the requirements and facts stated above.

Date _____ Signed _____
APPLICANT

Signed _____
PARENT OR GUARDIAN

Exhibit #3

REFERENCE ON QUALIFICATIONS OF APPLICANT FOR EDUCATIONAL ASSISTANCE GRANT

Educational Assistance Committee
The Racine Environment Committee
222 Fifth Street
Racine, Wisconsin 53403

The person named below is applying for a college scholarship. Please complete this form and return it directly to the above Committee. Please be specific; give typical examples rather than generalized statements.

Name of applicant _____

How long have you known applicant? _____

What is your opinion of applicant's aptitude for college level work? How would you rate applicant's college potential compared to others in his or her class?

_____

_____

_____

Please comment on applicant's personality traits and leadership ability.

_____

_____

_____

Other comments which would be helpful to the Educational Assistance Committee in considering the applicant:

_____

_____

_____

_____

_____

Signed: _____

Position: _____

Date: _____ **Address:** _____